

# "A CROSS BETWEEN ART AND ENGINEERING"



Gary Boyd is Assistant Professor of Instructional Communications and Assistant Director for Research and Development (CIT). His teaching duties fall within the M.A. program in Educational Technology. We recorded this interview with him last week about the application of new media in the teaching process.

#### **What projects is the Centre for Instructional Technology involved in this year?**

The CIT is involved in several projects; the involvement is tentative in some and rather deeper in others. The one which is taking a large part of my time is the educational technology graduate program.

The way I look at it is that the area we're dealing with—instructional communications—is a kind of cross between art and engineering. Art itself is a form of applied psychology, but somehow or other one needs to bring these things together to help people learn what they want to learn, help them find out what they might like to learn, and then help them learn it. Our point of view is student-oriented rather than subject-oriented or lecturer-oriented.

Right now we are working with Professor Gilbert Taggart on a new French 211 language lab project and hopefully it will take us—when I say us, it's not the two of us, I mean the whole team—perhaps a year, perhaps a year and a half to develop a new program in this area. We will not be developing along the lines of the old one, which is taking things from the textbook, instead we are trying to provide multiple-stream learning opportunities. That's to say, a student who goes fast through a couple of lessons on French grammar or mechanisms in the language lab can go over and sit down at a TV set and perhaps watch a Sacha Guitry film. It is hoped to make a more fluid sort of structuring like this rather than just spend one hour in the language lab a week listening to seven minutes of tape over and over again. We did a survey last winter on actual utilization and found it was quite unsatisfactory. Unfortunately it wasn't possible to do anything then—you can't do anything in a hurry with these things. The whole approach is one which involves several hundred hours of professional work to produce half an hour of instruction. So one has to pick some sort of audience, like the one for French 211, a lot of students with similar problems. And we're looking into the possibility of sharing the material produced with Dawson College, and perhaps with Loyola.

Another area is computer science. Here Professor Fleming is working with us, and we're attempting to provide him with a new material form for an introductory

course. This past summer I did three short television programs, which are being used inside the class and out of class as part of its computer science introduction. Dean Callaghan of Engineering is very interested in getting some computer-aided instruction material for his undergraduate students, and one area which looks feasible is perhaps to teach Fortran or PL, using the computer itself. We're looking into the possibilities of developing some lessons, not the whole course. We don't think in terms of courses by and large, and we hope to have modules of material that can be prescribed by the professor for students, and then the students could tape them—dealing with them like a prescribed book.

#### **Are you involved with mirror television?**

Yes, in a way. Applied social science is the main area where it's being experimented with.

#### **Can you describe what mirror television is?**

Well, mirror television is almost the antithesis of program television. One doesn't have a fixed time for looking at things. Whenever there's an activity in which a person's overt visible behaviour is important—say in athletics, conducting personnel interviews, drama, speech production, any such activity—you provide a box so the person can record what he is doing and then watch it afterwards. And then provide a group of people who know something about the activity to add a further critique. And you may even use a multiple mirror approach to observe the group observing the first person's playback, and so on. There are very interesting possibilities.

Applied social science is one user. The areas where it's paid off most—at least for documented published papers and evaluation—are psychiatry and counselling. In applied social science one of the things they've been using it for is improving people's interviewing capabilities. So they set up mock interviews, and let the interviewer see what he actually did with an interviewee. It's been used in group processing and team problem-solving to let people see how they behave when attempting to solve problems. I'm involved in a little project at Crestview school in Chomedey. One of my graduate students has a mirror television set-up there, and is using it with pupils in Grade 6 who are studying French. The kids give little TV programs in French and then watch themselves.

#### **Don't the people who are being watched by the television camera become camera conscious?**

Generally, no. There seem to be two sets of people who do. In fact you can almost use it as a diagnostic in a class. You find there are shy people who consciously look away from it, and you have another group of people who are clowns and make up to the thing all the time. And when you do a playback you see an interesting thing—the clowns, instead of watching the playback, just look at the playback enough to see what stage they're at. They watch the other children for their reaction

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to the clowning, and if this tends to be positive then it gives the clowns more encouragement. And you have a kind of feedback effect which can tend to explode a bit. One has to watch this very carefully when using mirror television in a group. It's much easier to control the situation with an individual because if you record only one person you can just can the thing until it cools.

#### **What else are you doing?**

There's a possibility of something with the library, but it's still up in the air. I've arranged to get some teaching machines from France, and we're thinking of setting up a program to teach students how to prepare an essay or a professional paper. It will be oriented towards library use, and we'll put the teaching machine in a lobby or a reference room where the student can sit down and go through an interactive program on how to put an essay together.

And there's another thing... We got the opportunity to set up a course in social science. They're having a number of discussion groups, and to keep the groups on the line we've leased a series of television lectures. But it's very important we don't consider the lectures to be the course, the discussion groups are the course. The television lectures are provided over Channel 4, and the students can look at them in the language lab if they wish, but they're not being examined on the lectures per se. The real activity of the course is in the discussion groups. We'd like to see more of this type of material, themes to work on made available to enrich various courses. We're categorically opposed to simply repeating a lecture at a blackboard—say from one classroom to another on videotape. This is a waste of the medium, and I think it's a way of alienating students. What we're really trying to do is make the whole situation more fluid, slowly helping the University get

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## BUSINESS & TV

Television was widely used last year in the fourth-year Business Policy course of the Faculty of Commerce, a course based on case studies, many of them dealing with the real problems of actual firms. For three of the cases used—J.I. Case & Co., American Motors and Continental



Dr. William Kaven  
Assoc. Prof. of Management

Can—senior company executives came to the SGWU studio, where they were interviewed by a panel of students. Videotapes of the panel interviews were then replayed to the ten sections of the course. They will be rerun this year.

In addition, discussion groups dealing with research in various companies were videotaped and played back in the classrooms for criticism by other students in the course.

This year, Dr. William Kaven, who organized the courses, has not been able to set up so extensive a program but he is arranging a number of televised student panels. These panels will interview members of faculty who give enrichment lectures. For instance, Dr. John Smola will discuss "Mergers and Acquisitions" with a panel; Dr. Hem Jain will deal with Canadian labour.

Reviewing student TV activities so far, Dr. Kaven feels that they provide a very useful extension of regular teaching methods. But it is most important, he says, that students receive coaching in the techniques of appearing before a camera and in effective questioning. It can take two or three appearances to learn how to get the most out of the panel-interview format.

## The Code debate continues

# On the position of faculty in the University

By Michel Despland  
Asst. Prof. of Religion

*"I cannot believe that it would be just to see a situation arise where a student distributing slanderous material would be liable to being charged while a faculty member distributing the same material at the same time would enjoy automatic immunity."*

The position of a faculty member within the total reality of the University is a subtle one with many different aspects and different kinds of problems. Simple references to "faculty codes", or to "statements of professional ethics" do not do justice to the complexity of the problem. The position of faculty members within the total University is also a changing one. There are nevertheless, I submit, three permanent ingredients to the position of a faculty member.

At one level the professor is a scientist or a scholar, whose professional work should not be hamstrung by bureaucratic regulations or pestered by winds of opinion. As a professional, he ultimately expects the entrenched protection made available by a tenure policy. At another level the professor is a citizen of a self-governing kind of community and should have the same rights and the same responsibilities as all other members of this community. At another level finally, the professor is an employee of an institution, who negotiates a contract, draws a salary, and accepts contractual obligations.

An intelligent examination of the issues created by the need for a clarification of the position of the professor should include a careful definition of the position of the faculty in each one of these three aspects: professional, citizen, employee. It would also include a comparison of the position of the professor with that of the student, and with that of the administrator, on each one of these three aspects.

### 1. The Professor as Professional

As a scientist or scholar the professor must abide by the standards of professional ethics which are common or which are developing in his specialization or in his discipline. No English critic can presume to rule how a physicist should do his research or his teaching, and no chemist can tell a comparative religionist what are the standards of excellence that should be his guide. A student or an administrator can even less undertake to dictate standards of professional behaviour to experts in their fields.

In this matter I believe it would be useful

if the Faculty were to undertake to state in a general and positive way what are their *professional ethics* so that students could get an idea of what positive ideals their professors abide by, or try to abide by, as they do their professional business.

In this matter it is hard to compare the professor with students or with administrators since the function and role of the professor is quite different from the functions and roles of students and administrators.

### 2. The Professor as Citizen

The professor is also a member of a civil community, the University, alongside with students, administrators, and staff. As such he has the same rights as all, and the same obligations as all. If a University document is falsified or a projectile thrown, it *should* make no difference whether this act is done by a student, a professor, an administrator or a secretary. The code of socio-academic offenses attempts to list what acts on the part of students amount to an offense against the rights of other members of the University community.

I believe that the section on *Socio-Academic Offenses* of the *Student Code*, which is now being revised, should be, as amended, made applicable to Faculty members provided that the problem of suitable sanctions is solved. I cannot believe that it would be just to see a situation arise where a student distributing slanderous material would be liable to being charged while a faculty member distributing the same material at the same time would enjoy automatic immunity.

Needless to say, members of the administration should also be liable to prosecution for all offenses which are of a civil type. Can it be accepted that the administration will lag behind the faculty and not clarify the position of administrators within the total civil community?

### 3. The Professor as Contractor (or undertaker of a contract)

In negotiating a contract with the University the professor and/or his union stipulate certain conditions and in turn

implicitly accept certain contractual obligations. These contractual obligations, if spelled out, should be at a minimum so as not to prevent freedom of inquiry or hinder autonomy of judgement.

Here again I believe that an explicit statement of these contractual obligations should be available so as to make it clear to students what they are entitled to expect, so as to make it clear to administrators what they are expected to enforce, and so as to make it clear to professors what is the minimum that they are expected to deliver.

Such contractual obligations may be summarized as follows:

- Regular appearances at the classes the professor is scheduled to teach (or no absence without cause);
- Cooperation with the evaluation process needed to provide students with a record of their work (i.e., professors are expected to submit their exams in time and turn in the results in time).

In the matter of contractual obligations the position of students is quite different since they contract to pay and not to work. Their obligations on this score as of now are quite clear. But I would like to hear from the administrative wing of the University what are the contractual obligations of an administrator. What are the grounds for deciding that an administrator is not doing the job he was asked to do? And what are the mechanisms for such a review?

### 4. Conclusion

Clarification of the position of a faculty member along the three lines indicated would go part of the way toward the realization of three objectives:

- a measure of protection for faculty members against arbitrary accusations and arbitrary actions;
- a measure of help for students who try to figure out what the University is all about;
- guidelines defining the code of administrators in their relationship to students and faculty members.

## LETTERS

Sir

In Reply to Miss Lachance's letter on the student bookstore, I think a few points should be made.

The Day Students' Association has set aside \$500.00 in their budget to cover losses. They paid \$6,000.00 in salaries to their senior executive this summer to work on projects such as the bookstore. Also, space used is in effect paid for by students as a disguised amount in the Student Services Fee. Sixteen thousand dollars was set aside for this purpose—by day student efforts.

Pertinent to evening students, I should remind Miss Lachance that the courses covered were extremely limited and no operation was established for potential evening consumers so that we did not have the opportunities to share in this glorious saving.

Miss Lachance, unfortunately, is not in possession of the facts (or beliefs) concerning the last two years of so-called day student participation on the now defunct Bookstore Policy Committee.

Wayne Gray,  
Evening student

## Search for V-P

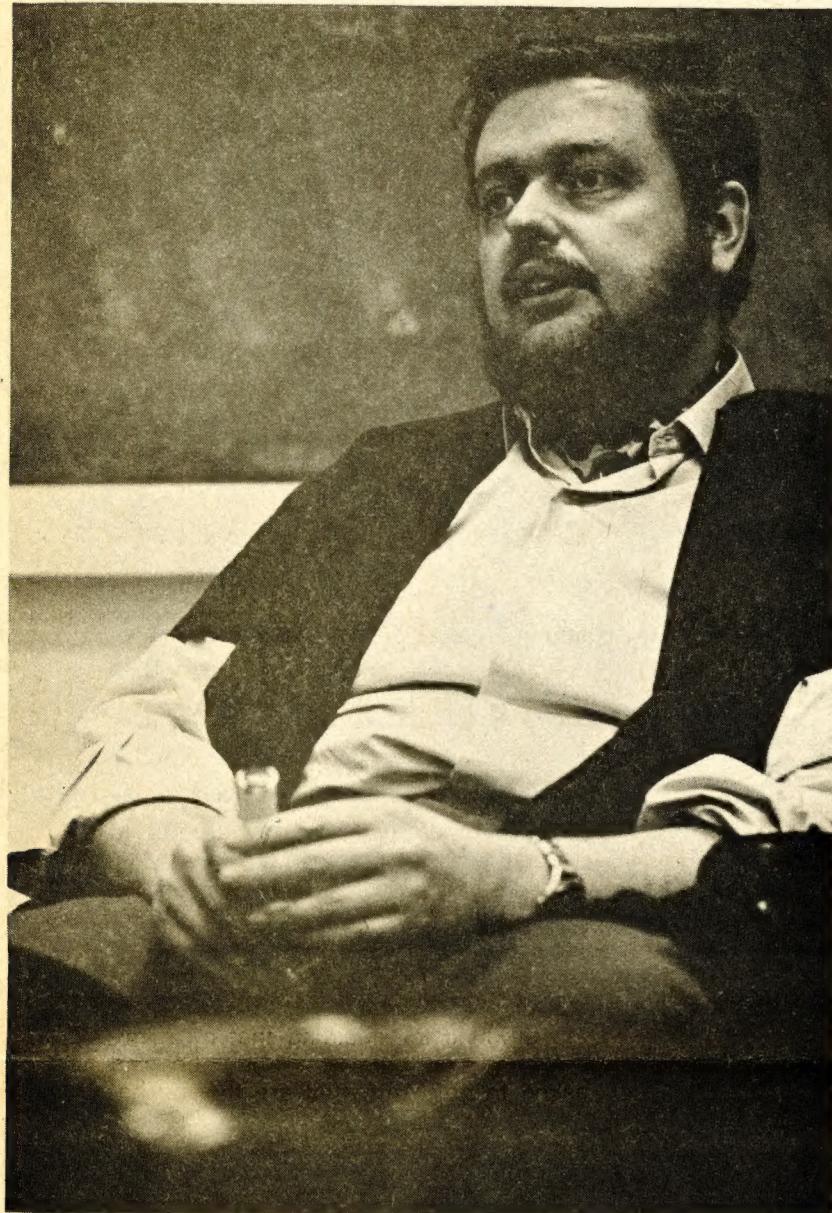
The Search Committee for the Vice-Principal, Academic has now been constituted and has begun to hold meetings. Nominations should be sent to the chairman of the committee, Dr. J.W. O'Brien. Persons inside and outside the University can be nominated. For nominees from outside present addresses should be included as well as biographical information.

## Honorary Degrees

Nominations for honorary degrees for the 1970 calendar year should be submitted to the Registrar by January 1, 1970. The proposed names should be accompanied by a statement supporting the proposal as well as other helpful documentation such as a biographical sketch, a list of publications, etc.

## INFORMATION

# "A CROSS BETWEEN. . .



*"What we're really trying to do is make the whole situation more fluid, slowly helping the University get away from dumping lectures over people's heads like pails of water in the hope that some of them will have their mouths open."*

*(continued from page 1)*

away from dumping lectures over people's heads like pails of water in the hope that some of them will have their mouths open.

***In general terms, what is the role of television in education?***

Two entirely different roles, perhaps three roles. The first and most important one that I see, and which is hardly applied at all now, is providing the equivalent of commercials. We ought to be producing look-ins on courses which would indicate the character of the work going on in the course, the character of the course experience. Then these could be provided in a bank so that students who had to decide which courses they are going to take could look in on possible courses. We should be making some attempt to do this; this is one of the things I am looking forward to doing in the future. How can you choose effectively if you don't know what you are choosing? So this is a very important area.

Another important area is presenting the materials which you can't normally see: what's going on inside an atomic reactor, what's going on in a chemical plant, this sort of presentation of things which aren't accessible. There, of course, film and television blend in together. I think that there is a difference. With the sort of facilities we have television is better suited to handling low-cost field recordage and to demonstrating an experiment to many people who couldn't see it otherwise, and

it's suited to having a few people discussing with each other in a group or having interviews. It's least suited to the sciences in dealing with concepts in physics, mathematics, chemistry and engineering; there film is superior because animation is the most powerful tool one can use in that area. So that I feel that film and television need to be combined in the instructional scene—film for handling things that should be animated, and that type of thing, and television for handling person-to-person discussion. Videotape is considerably cheaper than film so that there is a tendency for using it sometimes when it shouldn't be used. It can be used in the sciences for some obvious type of laboratory demonstrations but I think it should be combined with film clips.

There are different ways of looking at television as a medium or as a distribution thing for another medium. One can use it as a distribution system for distributing film, which is what we are doing to some extent here. There is a slight disadvantage in that one can't distribute colour but most of the research tends to indicate that except in fields like medicine or physiology or art, where colour is an intrinsic part of the thing being studied, this makes very little difference. We would be interested in expanding this type of activity and having less lugging of films around to classrooms and more distribution by television. And not necessarily only to classrooms, but the University is stuck with the classroom setup. Slowly we would like to see more carrels proliferate in the corridors and not just

confined to language labs. People can then sit down and call things up on television, just as they'd sit down and read a book. There's no reason why study carrels need to be concentrated in one place.

***What happened with the experiment last year where people phoned in from outside for their French language lab?***

That's temporarily in abeyance because of space in the language lab and discussions with the telephone company. I found that the utilization was higher at noon last year but that it would have been much higher had we provided more programmed material. We were making available only one French and one Spanish lesson at a given time. We really need to make available about three or four, and we hope to do that.

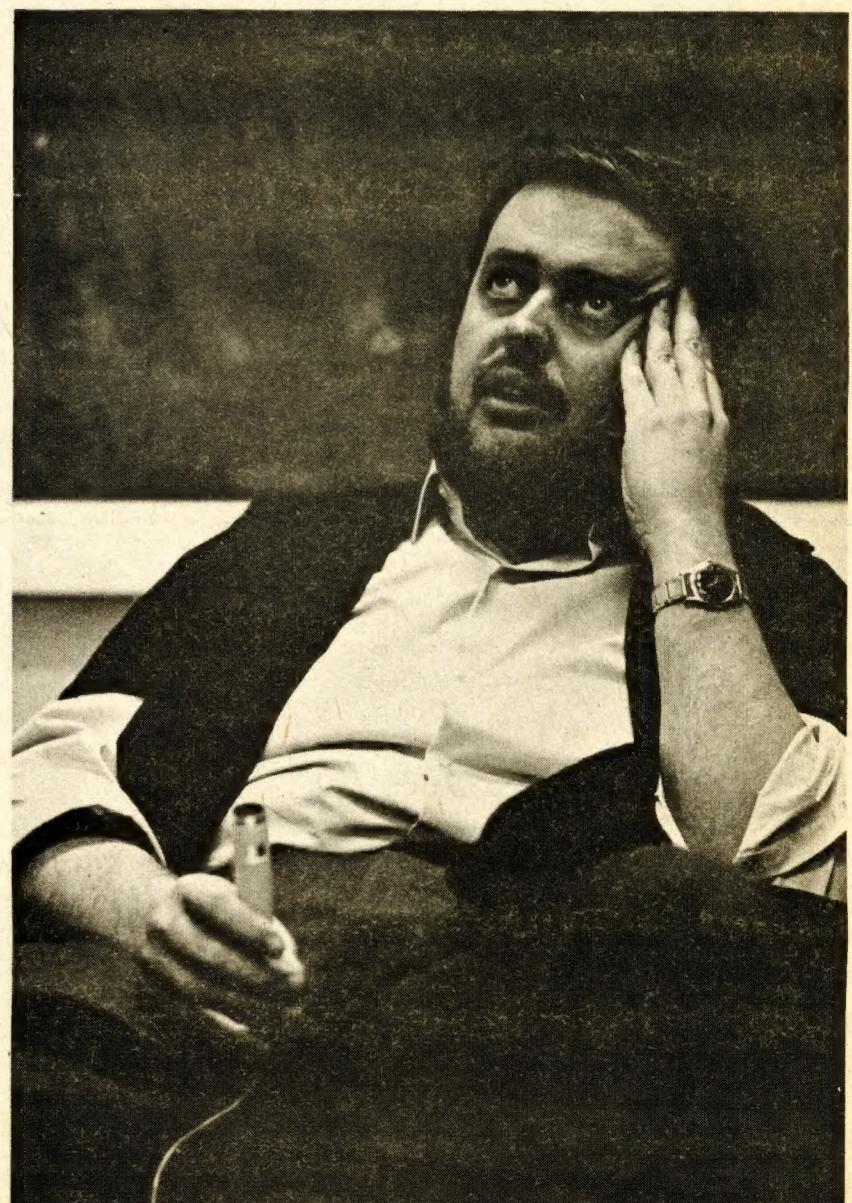
***What has been the response of the faculty to the use of this new technology?***

Everything. We have some faculty members who are very enthusiastic about one or the other aspect of things that are possible. Some people in Fine Arts use a tremendous number of slides and the rear-projection system; and some people, like Gordon Cadenhead, are using all kinds of multi-media stuff and are making use of the television system. Other people prefer to stick to their blackboard and their textbooks. In general we find that there are a group of young faculty who are concerned with using some of these things and experimenting with them. We try to support these people as much as possible. The big problem in this whole thing is producing materials. It takes

several hundred hours to produce an hour of material so that if one gets in the area of producing tailor-made materials there has to be a fairly radical reorganization of departments to provide the faculty with time to produce the materials. This is very difficult since most of the faculty has a full load at the present. In the case of the Computer Science department, where CEGEP computer science courses are a new thing, their whole area is expanding so it's possible for work to be done there because they are bringing in new people and they can get ahead of the game a little bit. But in the established program it's very, very difficult to get enough time. One of the problems in French and in Modern Languages is to get faculty with time to prepare materials; it's very difficult and there's very little money available for this. By and large some outside materials are useful, but a great deal of them are not. Much of the television material available outside is just somebody talking, which is not very satisfactory.

***What would you like to see more of on University Channel 9?***

I would like to see more of people outlining their dreams or visions of possibilities for student life, for university life and for the conduct of learning in the university. I would like to see more utopian presentation of one kind or another about where we might go from here. Without having some vision of possibilities there is little chance of getting out of a rut. And the biggest improvement would be if somebody could get hold of some super-8 equipment and do more roving around. ●



*"I would like to see more of people outlining their dreams or visions of possibilities."*

# THE WEEK AT SGWU

Send notices and photos of coming events to the Information Office, room 211 of the Norris Building, or phone 879-2867. Deadline for submission is noon Monday for the following week's events.

## MONDAY 27

"CAN YOU ALL HEAR AT THE BACK?": A program on student government; University channel 9 at 10, 11 a.m., 1, 3 and 6 p.m. Monday through Friday.

SCIENCE STUDENTS ASSOCIATION: Action Pollution seminar with continuous showing of the films "Clean Water - It's Your Decision," "The Choice is Yours" and "Team-work" from 2 to 4 p.m. in H-520.

CHANNEL 4: "Communications and Education" - a series of videotaped lectures by Prof. Charles Siepmann, N.Y.U.; this week "Freedom of the Press" at 10, 10:30, 11 a.m., 2 and 2:30 p.m. through Friday on classroom monitors.

THE UNITED NATIONS ASSOCIATION: Prof. S.A. Palekar talks on "What hope for India?" in the Stephen Leacock Building, McGill University at 8 p.m.

GALLERY 1: Miller G. Brittain's drawings and pastels through October 1.

GALLERY II: Theatre arts through November 8.

TV SIR GEORGE: The series "Info-H-405" with David Ramsay discussing student financial aid; University channel 9 today 5:30 to 6 p.m., Tuesday and Wednesday 1:15 to 1:45 p.m., Thursday 8 to 8:30 p.m.

COMMERCE WEEK: Opening ceremonies 11:30 a.m. in Birks Hall with princesses, scavenger hunt and bed race.

## TUESDAY 28

GEORGIAN FILM SOCIETY: "The Phantom Creeps" starring Bela Lugosi, also W.C. Fields, Shirley Temple, Howdy Doody, Laurel and Hardy, Mighty Mouse and many others; 1:15 to 2:15 p.m. in H-110 for 25c.

COMMERCE WEEK: Sock hop with free food and Ralph Lockwood 11:45 a.m. to 1:15 p.m. in Birks Hall; Molson's tour 4 to 6 p.m.

CHAPLAINS: South-west corner of Cafeteria 5 p.m. to 9 p.m.

## WEDNESDAY 29

CAR RALLY: Sponsored by the Association of Alumni at Fairview Shopping Centre, 6 p.m., \$3 per car; further information at 879-5898.

COMMERCE WEEK: Sports forum with Alouettes, Canadians and Expos in H-110 from 1 to 2 p.m.; Investment Club dinner 6 p.m.; films in Birks Hall 7 to 11 p.m.

## THURSDAY 30

CONSERVATORY OF CINEMATOGRAPHIC ART: "The Treasure of Sierra Madre" (1947) with Humphrey Bogart and Walter Houston.

GEORGIAN FILM SOCIETY: "The Phantom Creeps." Creep along to H-110 at 1:15 to 2:15 p.m. (see Tuesday).

COMMERCE WEEK: Business seminar on "Careers in the Private Sector" with keynote address by William Turner, Jr., president of Power Corporation at Hotel Bonaventure, 12 noon.

CHAPLAINS: South-west corner of Cafeteria 2 p.m. to 5 p.m.

## FRIDAY 31

POETRY READINGS: Bill Bissett in the mixed lounge (H-651) at 9 p.m.

CHRISTIAN SCIENCE: Geith A. Plimmer on "Christian Science: A Friend of the Student" at 3 p.m. in H-420.

FOOTBALL: Université de Montréal at Sir George. Verdun stadium at 8 p.m.

UNIVERSITY COUNCIL: Meeting at 2 p.m. in Birks Hall.

COMMERCE WEEK: Ball at Hotel Bonaventure, 8 p.m. to 2 a.m.

## SUNDAY 2

MASS: 2185 Bishop 11:30 a.m.

## SGWU ISSUES & EVENTS

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